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AUTHOR Chick, John
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ABSTRACT

There is an urgent and widely recognized need for the introduction of postsecondary distance education programs in Uganda. The Senate of Makerere University has resolved that its Center for Continuing Education should prepare for the admission of students to extra-mural degree courses by October 1990. This is an extremely ambitious target since the social and economic circumstances of Uganda pose formidable problems for project planning and implementation. The deadline can be met if operational decisions are made quickly, adequate resources are found for the first phase of development, and if most of the teaching materials required for subject offerings are bought rather than prepared locally. This approach involves obvious risks and will only work if plans are carefully reviewed and revised in the light of experience. For this reason it is recommended that the project be broken down into three phases, with major reviews in the second and fourth years. The Commonwealth of Learning could play a valuable role by contributing to materials acquisition and staff training, sponsoring the two project reviews, and assisting Makerere University in preparing comprehensive proposals for external funding of later and more costly developments. This report includes 21 explanatory notes as well as the consultant's itinerary and a list of people in East Africa with whom the project was discussed. (Author/ALF)

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THE COMMONWEALTH of LEARNING

BUILDING FOR THE FUTURE

THE DEVELOPMENT OF DISTANCE EDUCATION PROGRAMMES AT MAKERERE UNIVERSITY OF UGANDA

A report prepared for The Commonwealth of Learning

by

JOHN CHICK

Director of the Distance Education Centre
University of New England,
New South Wales, Australia

February 1990

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Consultant Report

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Executive Summary

1. There is an urgent and widely recognised need for the introduction of post-secondary distance education programmes in Uganda.

2. The Senate of Makerere University has resolved that its Centre for Continuing Education should prepare for the admission of students to extra-mural degree courses in October 1990.

3. This is an extremely ambitious target, especially since the social and economic circumstances of Uganda pose formidable problems for project planning and implementation.

4. The deadline can be met if operational decisions are made quickly, if adequate resources are found for the first phase of development, and if most of the teaching materials required for early subject offerings are 'bought in' rather than prepared locally.

5. However, this 'shoestring and bootstrap' approach involves obvious risks and will only work if plans are carefully reviewed and revised in the light of experience. For this reason it is recommended that the project be broken down into three phases, with major reviews in the second and fourth years.

6. The Commonwealth of Learning could play a valuable role in this challenging venture by contributing to materials acquisition and staff training, sponsoring the two project reviews, and assisting Makerere University in preparing comprehensive proposals for the external funding of later and more costly developments.

The Consultancy

Following discussions in Montreal during an April 1989 meeting of the Association of Commonwealth Universities, the then Vice-Chancellor of Makerere University, Professor George Kirya wrote to the President of the Commonwealth of Learning, Dr. James Maraj, explaining that the University had decided to establish a distance education programme through the medium of its Centre for Continuing Education. It hoped to have three degrees available to external students by October 1990. The Commonwealth of Learning was asked to provide a consultant to assist in getting the new venture off the ground.

I was formally approached in September 1989 and asked to visit Makerere in order to give appropriate assistance to the staff of the Centre for Continuing Education. At the same time I was to prepare a brief for the Commonwealth of Learning on the background to Makerere's initiative, and suggest ways in which the COL might support the programme's future development.

The consultancy was conducted between January 6 and February 10 1990, and included stopovers in Vancouver for talks with COL staff, and in Nairobi for a visit to the College of Education and External Studies of the University of Nairobi. The itinerary is outlined in Appendix 1. Appendix 2 provides a list of people interviewed in East Africa.

My role in Kampala was that of a catalyst. A series of wide-ranging discussions enabled staff responsible for the project to clarify their objectives, refine plans and come to grips with some of the major problems involved. The visit also provided a pretext for broadening the debate to include decision makers in the University community, government departments and international agencies. While much remains to be done in terms of preparing the ground, these contacts did link the proposals more closely to national priorities, reinforce the commitment of key individuals to distance education and lend momentum to the whole process of project development.

My debts are too numerous to list in full. However, I am particularly grateful to:

Dr. Maraj and his staff for providing me with an opportunity to return to Makerere, for their hospitality in Vancouver, and for the sound advice with which they sent me on my way.

The University of New England, for agreeing to my absence at a less-than-convenient time.

Vice-Chancellor Senteza Kajubi and his colleagues, for the warmth of their welcome to Makerere and for all that was done to ensure that the days spent in Kampala were both useful and enjoyable.

Mr. Eric Kigozi, Executive Secretary of the Inter-University Council of East Africa, for his advice and for assistance in establishing communication links.

Professor F.A. Karani and the staff of the College of Education and External Studies at the Kikuyu Campus of the University of Nairobi, for their willing co-operation.

My closest contacts were naturally with members of the Centre for Continuing Education at Makerere, and very special thanks are due to Professor Anthony Okech, the Director, Associate Professor Jassy Kwesiga, and the Acting Head of the Department of Distance Education, Mr. Julius Odurkene. The energy and enthusiasm with which they nursed me through a busy schedule augurs well for the future. They deserve every success in meeting the challenges of the next few months.

John Chick

The Background

In recent years Africa has been caught up in a depressing cycle of decline. Very few countries have escaped the pressures associated with burgeoning populations and falling incomes, even when they have been spared the worst ravages of drought and famine. Foreign debt has escalated to insupportable levels, imposing severe strains on every aspect of economic and social life. Since the Decade of Independence in the 1960s there have been some striking advances in terms of access to education and primary health care, but the general picture is one of political decay and personal hardship.

In Uganda these problems have been compounded by the collapse of civil order associated with the regimes of Idi Amin (1971-79) and his immediate successors, that of Milton Obote (1981-85) being characterised by a particularly unpleasant mix of brutality and disorder. For a period of nearly twenty years the state was either itself an instrument of terror, or incapable of guaranteeing the personal security of ordinary citizens. Hundreds of thousands died and even larger numbers fled their homes. The more highly trained took their skills abroad. Physical plant deteriorated through neglect or was destroyed by marauding armies. Communications broke down and public utilities fell apart. Looting was endemic.

The impact on the economy was devastating, although fortunately subsistence agriculture continued to provide the necessities of life for the bulk of the population.

It was the modern sector which bore the brunt of the disorder. Industrial production fell by 90 per cent between 1970 and 1980, and cash crop production by at least 30 per cent. There was a 60 per cent decline in exports during the same period. Monetary GDP per capita dropped by approximately 42 per cent, while inflation rates have recently climbed above 100 per cent per annum.[1]

The state of the nation remains a matter for serious concern, but in some respects things have improved considerably since Yoweri Museveni's National Resistance Movement came to power in January 1986. Security is much less of a problem than it used to be, especially in areas around Kampala. Armed incursions and banditry

continue elsewhere, but on a greatly reduced scale. Public confidence is beginning to return and attention can at last be switched to the immense tasks of reconstruction and rehabilitation. Buildings are being renovated and roads resurfaced.

But the process of recovery is painfully slow and there is still an uneasy sense of institutional fragility. Having suffered so much for so long, people are both weary and wary. Struggling to make a living among the ruins of a shattered economy leaves little time or energy for anything else. Poor dietary and health standards undermine morale, helped by the rapidly mounting toll from AIDS-related diseases. Cash is scarce and foreign exchange almost unobtainable. The loss of trained personnel to positions overseas continues unabated.

The Education System

Education has naturally suffered along with every other aspect of Ugandan life. Schools continued to function during the Amin years and standards remained remarkably high, thanks largely to the dedication of teachers and the commitment of pupils. However, the number of places available fell well short of demand, a deficiency which later regimes tried to address by massive expansion programmes. Between 1980 and 1988 the number of primary schools was increased from 4,585 to 7,905 and the number of government-funded secondary schools from 261 to 512. In the same period enrolments in the two sectors rose from 1.4 million to 2.6 million and from 102,000 to 224,000 respectively. Even so, Uganda still compares poorly with other parts of Sub-Saharan Africa, having 79 per cent of primary age children in school as opposed to a regional average of 83 per cent. The gap at secondary level is far greater, with an enrolment of only 11.4 per cent as against the Sub-Saharan average of 20 per cent.[2]

Just as worrying is the issue of standards. Expansion occurred on a base already weakened by years of neglect, against a background of increasing social disorder and in the absence of adequate resources and effective planning. By 1988 it was estimated that 56 per cent of teachers in the primary sector were untrained. A Commission appointed to review the system in 1989 found plenty of evidence of

quantitative and qualitative inadequacies, and also had a good deal to say on the subject of relevance. The Commission concluded that formal education remained far too close to its colonial origins in terms of both organisation and curriculum, despite repeated calls for adaptation and innovation.[3]

Tertiary institutions were of particular concern, not only because of their importance in producing the qualified personnel necessary for the effective implementation of rehabilitation programmes, but because they consume such a high proportion of the total budget. Whereas a significant proportion of the cost of primary and secondary education is borne by voluntary agencies and the families of pupils, university education has been entirely free for the few lucky enough to gain admission. As a result, the ratio of government spending per capita in the tertiary and primary sectors is of the order of 300:1. In the 1986/87 financial year an incredible 28 per cent of all recurrent funding for education was allocated to Makerere University alone, which accounted for only 0.25 per cent of those studying on a full-time basis.

The Review Commission did not suggest that this was an indication of overprovision. In fact it found that higher education was seriously underfunded. Being heavily dependent on library materials from overseas, sophisticated equipment and expensive laboratory consumables, a university is particularly vulnerable to any erosion of income, and many of Makerere's facilities were in an appalling condition. There could be no easy solutions, but the Commission favoured shifting some of the costs of tertiary education on to consumers, establishing a National Council for Higher Education to provide the sector with better co-ordination than had characterised its development in the past, and encouraging institutions to raise revenue themselves by means of commercial operations, public appeals and direct negotiations with donors.

Significantly, the Chairman of the Review Committee was Professor W. Senteza Kajubi, who had been Vice-Chancellor of Makerere from 1977 to 1979 and was to resume that position in January 1990.

Makerere University

The proportion of the education budget flowing to Makerere is a measure of that institution's critical importance for the system as a whole. Although a second public university is being established in Mbarara, a privately funded Islamic University now operates in Mbale and a variety of colleges cater for the training of teachers, technicians and agricultural workers, Makerere remains by far the most significant centre of higher learning in terms of size, scope and international reputation. It currently includes faculties of Agriculture and Forestry, Arts, Commerce, Education, Law, Medicine, Science, Social Sciences, Technology and Veterinary Science.

Founded in 1922 as a technical school, Makerere rapidly developed into an institution serving the higher education needs of the whole of British East Africa. In 1949 it achieved semi-autonomous status as a University College in association with the University of London, the degrees of which were awarded to its graduates from 1953 onwards. Following the establishment of sister colleges in Kenya and Tanzania, the University of East Africa was set up in 1963 to take over the degree-granting function from London University and maintain links between the three constituent campuses. In 1970 each college was recognised as an autonomous, national university for the country in which it was located, academic co-operation across borders being entrusted to a jointly-funded Inter-University Council for East Africa.

Within months of becoming a fully-fledged university, Makerere began its slide into crisis. The rapid breakdown in public order and disastrous decline in revenue were bad enough; in addition it had to endure the anti-intellectualism of governments which considered it a potential centre of opposition. Reactions ranged from blatant interference in its internal affairs to physical confrontation. The murder of the Vice-Chancellor in 1974 was simply one incident in a bloody chapter of intimidation which saw both staff and students killed. Many academics emigrated, and those who remained worked under conditions which made it virtually impossible to teach effectively, still less to further the traditions of scholarship which had made Makerere a leader in many fields of research and a name

to be conjured with among the universities of Black Africa. Not surprisingly, the once abundant flow of foreign aid and visiting scholars dried to a trickle.

Looking at the situation in July 1987, a meeting of returning donors concluded that such an enormous gap had developed between the University's needs and the resources available to meet them, that it was almost impossible to know where to begin the job of reconstruction. Establishing priorities was not enough: what were needed were 'priorities within priorities' so that funds were not all absorbed by the desperate business of simply keeping things running on a day-to-day basis.[4]

The task of prioritisation was to some extent helped by the publication of the **Report of a Visitation Committee to Makerere University** which appeared a few days later, although its comprehensive account of deficiencies and long list of recommendations for their alleviation also served to underline the immensity of the problem.[5] Apart from detailed proposals relating to individual departments and programmes, the report stressed the necessity of increasing student contributions to the budget and overhauling the entire curriculum. The content of courses and approaches to teaching were said to be 'almost two decades behind those of the rest of the academic world'.[6] These points were echoed by the Educational Review Committee in 1989.

So too was the emphasis which the Visitation Committee placed on the critical importance of staff welfare as a key to recovery.

In recent years inflation has made a mockery of salaries and wages in all sectors, with people in public employment being particularly hard-hit. The Visitation Committee reported that academic salaries at Makerere ranged from the equivalent of US$23 to US$35 a month in 1987. By way of contrast, staff at the University of Nairobi were then receiving between US$460 and US$1000 a month. These figures are still approximately correct. Clerical and typing staff fare even worse, with salaries of about $11 a month. And those who struggle through to retirement may discover that twenty years of unbroken service entitles them to a lump sum payment of only $8 from which to provide for their old age.[7]

A bottle of locally brewed beer costs $1.25.

The absurdity of the situation is mitigated to some extent by various allowances and benefits in kind. The fact that Makerere can offer housing to the majority of its employees, for example, explains its ability to retain staff.

Even so, the remuneration package does not begin to cover the most modest family budget. People are forced to take second, third and fourth jobs in order to make ends meet. Those occupying salaried posts see them as bases from which to look for other work or develop a variety of entrepreneurial activities. This means that absenteeism is the rule, and it is not uncommon to find offices completely deserted during normal working hours. The University Staff Association cites cases of lecturers missing scheduled classes in order to give private tuition to students disadvantaged by the cancellation of scheduled classes.

Everybody recognises that the situation is totally unacceptable, but solutions are hard to come by. Until wages are restored to realistic levels, individuals can hardly be expected to conform to traditional work practices. These have therefore been abandoned, and employees are considered to have met their contractual obligations if they perform their 'basic duties'. This is obviously a slippery concept, the interpretation of which depends to a very large extent on individual conscience, especially as supervisory staff are themselves caught up in a never-ending scramble for additional income. The difficulty of running any organisation under such conditions is immense, and compounded by deficiencies in communication systems. Since one can never be sure where a person is at any particular time and telephones have long since ceased to function, the simplest administrative task becomes a major challenge which can involve days of soul-destroying effort.

No university calendars, faculty handbooks or annual reports have been produced for many years.

The practical implications of all this for any new development are clear. Normal assumptions about efficiency simply do not apply and every labour input must be regarded as an extra expense. Staff who take on additional tasks without recompense are sacrificing outside income which few can afford to lose. For this reason many aid donors underwriting projects on campus find ways of supplementing

the incomes of core personnel, so that these people at least can devote their full attention to the job at hand. Even then productivity is low because of environmental inefficiencies.

Every discussion of the University's problems eventually comes back to the problems of individual staff and students. Academics went on a strike for a fortnight in May 1989 to protest conditions of employment. Later in the year their example was followed by Teaching Assistants, who have been forced to assume increasing workloads as the contribution of senior staff has declined. Finally students struck over the withdrawal of allowances resulting from the decision to shift some of the costs of tertiary education on to consumers. None of these manifestations of discontent achieved much apart from some minor concessions - and the temporary closure of the University. However genuine the hardship, the Government does not have the means to respond.

Under the circumstances it is difficult to envisage any early expansion of residential study opportunities. Enrolments at Makerere rose from 1,550 in 1960 to 6,000 in 1988, after which numbers had to be reduced slightly, because shortages of equipment and consumables made it impossible to run a full schedule of laboratory classes. It is hoped to reach the 6,000 mark again by the beginning of next academic year.

In the meantime the growth of secondary education has led to an explosion of demand from school leavers. In 1980 all eligible applicants were accommodated within the entry quota of 1,170. By 1989 the number of places available had risen to 1,747 for 4,480 qualified applicants, which meant that only 39 per cent could gain admission. The potential problem is exacerbated by the fact that no less than 3,197 of those applicants wanted to study Arts and Social Sciences, disciplines which may well contract over the next few years as Makerere tries to meet the urgent need for additional graduates in the priority areas of Science and Technology. The figures make no allowance for the large number of people already in the workforce who would benefit from higher education. Nor do they reflect the fact that entry is heavily biased towards the more settled parts of the country, continuing insecurity in the border districts adding to the disadvantages which have always resulted from geographical isolation.[8]

The Centre for Continuing Education

It was partly to break down this isolation that Makerere established a Department of Extra-Mural Studies in 1953, charged with spreading 'something of the principles and quality of university adult study to the great majority of thinking and educated people unable to attend its internal courses.'[9] The Department quickly built up extensive and varied programmes, using every conceivable form of face-to-face tuition and experimenting with newspapers, radio and television as media of instruction. A network of regional centres at Arua, Fort Portal, Gulu, Jinja, Kigale, Masaka and Mbale, all with resident staff, enabled it to extend its services to every corner of the country. Very soon its accumulated experience made it Uganda's main source of expertise on all matters relating to non-formal education.

Of particular relevance for present purposes is the fact that the Department also became involved in distance education of a more formal kind, and that this involvement is still remembered with some ambivalence.

There was certainly no prejudice against distance education as such: in fact the combination of correspondence materials with radio programmes or newspaper supplements was seen as an extremely promising development. Difficulties only began when a review of the Department sponsored by the Ministry of Education in 1966 suggested that its facilities would provide an excellent base for the postal delivery of secondary courses, or their equivalent, to the large numbers of people whose schooling had not progressed beyond primary level. There were mixed feelings about this at Makerere. Many staff believed that post-primary teaching was not a function appropriate to university status, while the administration was concerned about the plan's lack of detail and silence on the question of funding.

However, the recommendations were finally accepted in the face of considerable misgivings. The Department was turned into the Centre for Continuing Education (CCE) in 1967, a Correspondence Unit established, and a number of distance education courses launched against a background of what has been described as 'passive resistance' by Centre staff.[10]

The victim in all this was Albert Kaye, who arrived from New Zealand in 1967 to help the Ministry of Education implement a UNICEF-funded project for upgrading a thousand Grade One teachers by correspondence. Expecting to lay the foundations of a national correspondence school, Kaye was posted to the Centre of Continuing Education in order to reinforce its commitment to distance education. Over the next four years he not only ran the teacher upgrading programme, but mounted courses to prepare people for public examinations such as Clerical Entrance and the East African Certificate of Education. In the peak year of 1970 there were 3,900 students enrolled in dozens of offerings. All the evidence suggests that the operation was well-organised and efficiently run.

Nevertheless, success did not mollify his colleagues. As many of them had forecast, the distance programme tended to draw resources away from other areas, with resident tutors in the centres, for example, spending more and more of their time catering for the needs of correspondence students. The CCE's traditional activities declined, and staff resented Kaye's insistence that the Correspondence Unit should have exclusive access to equipment and other facilities in order to safeguard the integrity of its sophisticated administrative system. He in turn complained about the lack of co-operation which he met in his dealings with other sections of the CCE, repeatedly pressing the Ministry to establish an independent organisation with an explicit mandate to provide for the needs of 'thousands of underprivileged primary-school leavers'.[11]

His pleas were ignored. He was not replaced when he left Uganda in 1972, and local staff in the Unit were transferred to other posts. While the distance education programme continued, numbers fell along with the quality of service. A frank review of the situation in 1984 found that 'the Unit has not evaluated any of the courses it has run . . . Courses have not been revised. Teaching and marking arrangements are uncertain.'[12] By 1987 only eight correspondence students remained on the books.

This may have been an inevitable consequence of the programme's unfortunate history, but the decline was also a direct reflection of deteriorating conditions in the country as a whole. The collapse of postal services, breakdown of law and order and worsening

economic situation, combined to make the business of teaching and learning almost impossible. No aspect of the Centre's work was unaffected, although the logistically complex correspondence programme suffered most of all. By the time the CCE moved into a magnificent new building provided by the Danish Government in 1974, its activities had already been reduced to a level which made the lecture halls, residential accommodation, staff offices, libraries and recording studios seem largely irrelevant.

Since then staff numbers have dropped by more than half. The Centre's programme is now limited to courses run in Kampala, together with occasional forays up-country made possible by donations from Germany. Most of the custom-built accommodation has been taken over by the University for other purposes, while some of the remainder is in such poor condition as to be unusable. Virtually all the equipment has disappeared except for a complete recording suite, delivered in 1974 and never installed. This still sits in the original packing cases, presumably corroded beyond repair.

The Centre is only a pale shadow of its former self, despite the fact that the turmoil of recent years has, if anything, increased the need for its services. Both the Visitation Committee and Education Review Committee stressed the critical importance of continuing education in plans for national regeneration. The former referred to the desirability of 'dismantling the walls around the campus' and added:

> One of our basic assumptions is that human resource development must take into account both formal and non-formal education. This consideration should take into account the demand and need for continuing education at all levels ranging from professional and general degree courses, through middle-level manpower, to the education of unschooled youths and adults At each of these levels the University has an important role to play (para 6.20).

It recommended that the University hand back to the Centre the accommodation which had been reallocated to other functions (para 2.76) and provide adequate resources for the rapid expansion of extra-mural studies (para 6.21).

Proposals for the Use of Distance Education

Given the educational shortfalls at all levels, the urgency of taking remedial action and extreme scarcity of resources, it is hardly surprising that thought should again be given to the use of distance education as a means of meeting at least some of the most pressing needs of the system.

Makerere, for example, has had the possibility on its agenda for at least ten years, despite its earlier ambivalence. A suggestion that degrees might be offered by external studies appeared in the University Plan for 1980/86, and Council endorsed the idea at its 41st meeting, held in 1984. The issue was taken up again by the 1987 Makerere Visitation Committee, which recommended that thought be given to the development of 'correspondence courses, including part-time degree programmes' (para 2.78). It also recommended that the Centre for Continuing Education be upgraded under the title of Institute for Adult and Continuing Education, with a specialist Department of Distance Education being given responsibility for mounting courses in the distance mode (para 2.80).

This was very much in line with the thinking of Centre staff, who were becoming increasingly convinced that the old Correspondence Unit should be resuscitated and reorientated, and that 'the potential of modern Distance Education techniques should be exploited fully...'[13] While circumstances made it impossible to realise this aim, six staff members attended short courses specifically related to distance education in anticipation of new initiatives: two at the Institute of Education in London, two at the International Training Institute in Sydney, and two at the College of Education and External Studies in Nairobi.

The Education Policy Review Committee of 1989 took the whole question a step further, being heavily influenced by the World Bank study of the previous year, **Education in Sub-Saharan Africa: Policies for Adjustment Revitalisation and Expansion,** which concluded that 'extramural study programmes are perhaps the only viable way to address the massive problems of access to secondary and postsecondary education for students and to continuing education for teachers'.[14]

In addition to recommending the use of interactive radio in primary schools (para 1.3.9) and pointing to the potential for a sharp reduction in unit costs through greater reliance on distance education in the secondary sector (para. 1.3.12), the Review Committee made specific reference to the potential of this mode of study for both Higher Education (Chapter VI) and the Democratisation of Education (Chapter IX). Two recommendations are of particular interest:

R.82 For those qualified men and women who cannot leave their employment but who wish to benefit from university education, correspondence courses of the Open University type should be planned and provided before the year 2000.

R.176 Distance Education through radio and television and correspondence education should be intensified as a prelude to starting an Open University by the year 2000.

Its views were summed up by the comment that 'out-of-school and distance education for increasing access to post-primary education' was one of the few areas in which immediate expansion was called for (para 1.4.8). Appendix 21 of the Report envisaged the expenditure of 1,000 million shillings on development over the period 1990-95, and an allocation of 10 million shillings a year for recurrent costs associated with this expansion.

At the time of the consultancy the Government had not responded to these suggestions, but it is understood that all the major recommendations of both the Visitation Committee and the Education Review Committee are likely to be endorsed in White Papers, the publication of which is expected daily. A recent Ministry of Education working paper not only welcomes the Kajubi Report, but comments that 'correspondence courses of the "Open University" type should be planned and offered **as soon as possible**'.[15]

In the meantime the University has established a Department of Distance Education within the Centre for Continuing Education, although delaying action on upgrading the Centre itself pending publication of the relevant White Paper.[16] At its meeting of March/April 1989 the University Senate accepted the principle that

degrees should be offered off campus from October 1990 onwards, directed the Centre for Continuing Education to prepare detailed proposals, and endorsed the suggestion that assistance should be sought from the Commonwealth of Learning (minute 1058.5.2).

These developments have not been taking place in isolation A further indication that current problems call for solutions based on distance education is afforded by the way in which various agencies in Uganda are independently moving in the same direction as they grapple with the needs of various client groups. Action Aid, for example, is planning to use correspondence materials for the upgrading of licensed (i.e., unqualified) teachers. The Save the Children Fund is establishing a distance education programme to train supervisory staff in residential care facilities, the Red Cross is producing self-study packages on the management of drugs, and the National Adult Education Association of Uganda is working with the African Association for Literacy and Adult Education to mount a Certificate of Adult Education by correspondence.[17] Finally, a US-backed project for using interactive radio in primary schools should be underway by mid-1990.

Staff of the Centre for Continuing Education have served as consultants to a number of such initiatives.

Problems and Priorities

Need and motivation are therefore beyond question, but the practical problems involved in actually mounting distance education programmes from Makerere under existing circumstances are obviously formidable. The timescale envisaged for launching degree courses would be optimistic under ideal conditions, and conditions in Uganda are just about as far from the ideal as it is possible to get. While the Centre for Continuing Education is not entering the field for the first time, its capacity for management, production and distribution have been seriously eroded in recent years. It is woefully under-resourced, with little prospect of early relief. It has to work with faculties and departments which are barely coping with their existing responsibilities. There are no reliable postal or telephone services available, so communication systems have to be purpose-built. All this against a background of continuing personal

insecurity and economic hardship which has undermined morale and played havoc with workplace discipline.

The contrast with Kenya is striking. Very similar developments at the University of Nairobi were exhaustively discussed and carefully planned over a twenty year period, despite the existence of a much stronger infrastructure and far more supportive environment. A full proposal was available eight years before the first students were admitted, and detailed recommendations finalised twelve months in advance.[17]

There are other concerns in the Ugandan context as well, many involving questions of prioritisation.

At the most fundamental level there is the issue of whether or not distance education will actually find a place in the University's next budget. Mere acceptance of its importance is not enough There are hundreds of competing projects clamouring for attention, all with very strong claims to be seen as absolutely essential.

Moreover, those who back the move in principle differ in their views on the uses to which such an initiative should be put. Some see it as a way of soaking up excess demand for undergraduate courses in the Arts and Social Sciences at relatively low cost. Others believe that this would simply compound imbalances in the labour market, and that every effort should be made to extend educational opportunities in such priority areas as Science and Accounting. Some believe that the primary objective should be to facilitate access to existing courses, while others argue that the external programme could provide an ideal proving ground for those innovations in curriculum and methodology currently being discussed on campus.

While it is important to reach a measure of agreement on issues of this kind, a lengthy debate over fundamental objectives would destroy all hope of finalising arrangements for October 1990.

To some extent the differences of opinion reflect a deeper problem. Most policy makers and opinion leaders have very vague ideas about what distance education actually entails, and almost no understanding of its possibilities and limitations. References to the establishment of an Open University do not imply that a decision has been made to opt for any particular model of provision. Enthusiasm is still

unfocussed. While a few individuals are well-informed on the subject, the majority are simply attracted by a misleading impression that distance education offers an easy way of educating large numbers of people quickly and cheaply.

Personal experience of commercial correspondence courses and confused recollections of the work of Albert Kaye are of little help in deciding how to avoid the mistakes of the past, and in ensuring that any new organisation is both administratively viable and culturally appropriate.

A Way Ahead

Having frankly recognised all these problems, Makerere believes that preparations for the introduction of distance education courses should continue.

Broadly speaking there are two ways to proceed once this decision has been taken. One is to prepare a comprehensive plan and seek funding for its implementation. If this is done there is absolutely no prospect of getting courses underway in 1990, and very little hope of making a start before 1992.

The alternative is to launch a modest programme in 1990 using resources already to hand, and treat this as a pilot project from which lessons can be drawn for future expansion. Because it places considerable emphasis on the need for improvisation and self-help, this might be termed the 'shoestring-and-bootstrap' option.

All those consulted favoured the latter approach. It was felt that the surest way of making things happen was to make a start, and staff who would be personally involved welcomed the prospect of getting to grips with concrete problems after several years of rather inconclusive debate. Moreover, there were serious doubts about whether much was to be gained by trying to prepare detailed, long-term plans in a situation which was so fluid and in which there were so many unknowns. Finally, of course, the rapid and successful mounting of degree programmes off-campus would offer striking evidence of Makerere's commitment to the extension of educational

opportunity, and ability to react quickly to the challenge of meeting national needs.

The operative word is obviously 'successful'. Is it really feasible to think in terms of enrolling the first students in October 1990?

Again there was consensus. It could be done if certain conditions were met, namely, that:

1. existing teaching materials could be found which were sufficiently close to the Makerere curriculum for use with minimal adaptation and augmentation;

2. detailed proposals could be prepared in time for consideration by the Senate meeting scheduled for late March or early April;

3. Senate was prepared to endorse the proposals; and

4. funds could be found to cover the local and overseas costs of the first few months of operation.

It was decided to act on the assumption that these conditions would be met, in the belief that there was everything to gain and nothing to lose by pressing ahead. At the very worst, unforeseen problems might force postponement of the starting date. Even then, the preparatory work would not have been wasted.

Beyond this, a number of other points of agreement were reached after extensive consultation.

- First, the top priority should be to offer the Bachelor of Education degree off-campus, since this was one area in which public demand clearly coincided with national need.

- Second, degrees in Commerce and the Social Sciences should follow, in that order of priority.

- Third, in the first instance regulations should conform as closely as possible to those applying on campus in order to simplify the process of Senate approval.

However it was envisaged that some changes would be essential, particularly in the areas of programme structure, examination and duration.

- Fourth, the possibility of obtaining teaching materials from the University of Nairobi should be explored as a matter of urgency. Nairobi was favoured as a source because of its physical proximity, the similarity of its curriculum, and the fact that many staff at Makerere were already familiar with its programmes.

- Fifth, enrolments in the first year should be limited to 200 students spread over no more than three or four courses.

- Sixth, in the first instance every effort should be made to handle the programme using facilities inherited from the old Correspondence Unit, namely, record cards, manual typewriters and spirit duplicators. While it was obviously desirable to introduce computers for both record keeping and materials production at the earliest opportunity, this would take time. Besides, in the circumstances of Uganda some kind of manual back-up system would be almost essential.

- Seventh, vacant positions in the Centre for Continuing Education should be used to recruit specialists in the main subject areas as these were introduced, whose chief tasks would be to develop materials as necessary, liaise with academic departments and co-ordinate teaching.

- Eighth, the contributions of academic staff in materials development, assignment marking, the mounting of study schools and examining should be rewarded on a fee-for-service basis.

- Ninth, until such time as the Department of Distance Education could acquire basic equipment and facilities, the CCE should try to meet its needs by allocating Centre resources for its exclusive use.

- Tenth, the programme should wherever possible rely on services available from specialist units within the University, rather than attempting to duplicate facilities which were not strictly necessary for its efficient management.

Planning is now proceeding on the basis of these guidelines and contact has already been established with the College of Education and External Studies of the University of Nairobi.

In terms of detail, it has been decided that print materials will be the main teaching medium, supplemented by audio tapes where necessary. Distribution will be handled by a regular courier service to regional centres, which will also collect and return assignments. Students will be encouraged to pick up mail from the centres themselves, but it could be delivered by motorcycle if necessary.

Surveys indicate that a high percentage of the population does not have access to audio cassette players, so these will be provided in study centres for group listening.

Eventually it is hoped to combine print materials with radio broadcasts, and the Ministry of Information and Public Broadcasting has indicated that it would be happy to allocate air time for this purpose. At the moment coverage is problematic, however, partly because of poor signal quality, and partly because a shortage of batteries means that there are relatively few operational receivers in remote areas. The Ministry expects new medium-wave transmitters to be functioning by the end of the year, and possibly sooner. This will improve reception considerably. While the problem of access remains, it is planned to use radio on a limited scale during the first course cycle, although more for purposes of counselling and student support than for instruction *per se*.

Project Development

Mounting courses on a shoestring-and-bootstrap basis is going to make heavy demands of the people on the spot. Problems will have to be solved as they arise, and progress will very largely depend on the ability of staff to improvise in the light of changing circumstances.

There is nothing wrong with improvisation so long as it does not become a way of life. Unfortunately muddling-through tends to be habit-forming, and methods which are quite effective when launching a small, relatively modest programme, can become hopelessly inadequate once operations begin to grow. To establish a distance education system of any size requires meticulous planning and substantial resources. If these are not available from the outset, they must certainly be provided before any commitment is made to significant expansion.

The implications for the Ugandan case are obvious. At the moment it is virtually impossible to formulate definitive plans, and yet planning is essential. In the absence of clear guidelines for development, short term flexibility could easily degenerate into long term confusion.

One solution is to break the project down into a series of clearly defined phases, incorporating periodic reviews designed to evaluate progress and lay a course for the future.

Planning should become more effective at each successive stage, as information improves and options are clarified. The process of mounting courses and enrolling students will itself generate a better understanding of what is required, while many contextual uncertainties should be resolved over the next few months. For example, it is assumed that proposed developments in other parts of the University will support the distance education programme with new equipment and improved facilities; only time will tell whether this assumption is correct, or whether the project will have to carry the full cost of such essentials as study centre renovation and the furnishing of recording studios. Similarly, the extent to which government succeeds in improving the security situation, repairing

roads and upgrading broadcasting services will have a direct bearing on project implementation.

Time and experience should also prepare the ground for a more informed debate on the type of provision which would best suit Uganda's wider interests. Does the country really need a stand-alone Open University, or can Makerere offer a satisfactory alternative at lower cost? Is it more appropriate to use distance education for delivering courses of a fairly traditional kind, or to see it as a means of challenging community assumptions about the relationship of learning to life and work? Early discussion of such issues would be premature and unproductive, but their consideration cannot be long delayed.

Three project phases are envisaged.

The first of these is primarily concerned with programme **establishment** (1990-92), the second with **consolidation** (1992-95) and the third with **expansion** (1995-99). Two reviews would be held to mark the transition between phases, one at the beginning of 1992 and the other towards the end of 1994.

During the **establishment phase** policies and procedures will be developed for mounting and servicing courses in the external mode. A small number of students will be admitted to a limited range of degree offerings, using teaching materials purchased from other institutions. Administrative structures will be overhauled and strengthened, additional staff recruited, and initial training provided for all those involved in the programme, whether as academics, managers or clerks.

To some extent this phase is expected to be a continuous process of reappraisal and adjustment, preliminary decisions being tested in practice and, if necessary, revised. However, it will still be essential to set time aside from the pressures of day-to-day business in order to reconsider basic assumptions, confirm or amend priorities, and draw up plans for the following three years. The exercise need not be costly or prolonged, and could well be carried out by a small committee of Makerere staff supported by one or two outside consultants.

From the first formal review should come the kind of developmental blueprint which one would normally expect to have in place at the very beginning of a project, including a clear management strategy and detailed estimates of need in the areas of accommodation, equipment and staffing.

Assuming that this review does not recommend any major reorientation, the **consolidation phase** will be characterised by the establishment of a more substantial infrastructure, and steady growth in student numbers: enrolments should pass the one thousand mark by the end of the period.[19] Although it seems sensible to continue to buy in teaching materials wherever possible, local development and production will become increasingly important. And, if resources permit, offerings may be diversified in order to add bridging and professional development courses to the three main degree streams. The Centre for Continuing Education is eager to expand its coverage in this way, although still undecided as to the type and level of course to be mounted.[20]

Like the first review, the second should involve a searching reappraisal of every aspect of performance. However, it could become much more than this. By late 1994 it should be possible to think in terms of accelerated expansion and the kind of radical restructuring which this may imply. Whereas the 1992 review is seen as an opportunity to advance and refine developments already in train, the second ought to raise fundamental questions of purpose and direction, including those of access and relevance proposed by the 1989 Education Policy Review Committee.

Among the issues to be considered will be that of Makerere's role in future developments. For this reason it is desirable for the second review team to be more broadly-based than the first, including representatives of government agencies, as well as consultants having wide experience in the organisation of distance learning systems.

The character of the **expansion phase** will, of course, be very largely determined by the outcome of the second review. At one extreme it might simply involve further growth within the existing framework; at the other, it could lead to the establishment of a major new teaching institution designed to meet a wide range of community needs.

If the former, the review report should provide management with all the guidance which is required for the next phase of development. If the latter, it would probably be necessary to establish a separate planning team to work out more detailed proposals.

Resource Implications

By starting on a small scale, resource needs are kept to a minimum, but there are still many areas in which the programme requires immediate support.

In the first instance Makerere's own contribution is likely to be limited to the provision of accommodation, appointment of local staff and supply of a few basic items of furniture and equipment.

Space has been identified within the Centre for Continuing Education which should be adequate for the first phase of the project. Steps are being taken to recover this for Centre use, and the University is prepared to give favourable consideration to a request for filling a number of the Centre's many vacant positions. At the moment there are three academic and six support staff available to the Department of Distance Education, although most of these perform other duties within the CCE. Workload projections suggest that another eleven will be required in the first full year of operation, and a further ten in the second. Thereafter incremental requirements should fall quite sharply.

It will also be necessary to provide funding for part-time assistance, especially from academic staff involved in preparing teaching materials, marking assignments and conducting examinations.

On the equipment front, the immediate need is for a small number of operational typewriters and at least one spirit duplicator in working order.

The Centre is taking these matters up with the University administration.

Costs involving a foreign exchange component present far greater problems. However, a number a donors have expressed interest in

providing support, and UNDP has indicated that it would be prepared to assist in developing a proposal which could eventually lead to quite substantial help from international agencies.[21]

Unfortunately it takes time to mobilise support of this kind, and there is a pressing need to find the resources necessary to carry the project through to a point at which more comprehensive assistance becomes available. The first few months are going to be especially critical.

Because there are so many uncertainties involved, estimates are necessarily provisional. At this stage, for example, there is no indication of what may have to be paid for teaching materials purchased outside Uganda. Nor can any account been taken of possible recoveries from fees and sales; while it is agreed that students should contribute to the cost of their studies, no decision has yet been taken on the extent of their liability. However, the following table provides an indication of likely costs for the period up to and including the first review. It excludes Makerere's contribution to local expenditure.

Estimated expenditure, 1990-93 (US$)

	1990/91	1991/92	1992/93
Overseas travel	6,000	7,000	8,000
Materials acquisition	40,000	90,000	150,000
Training and workshops	10,000	12,000	14,000
Consultancies	40,000	30,000	10,000
Printing and supplies	10,000	15,000	20,000
Equipment	80,000	30,000	30,000
Evaluation	20,000	20,000	20,000
Totals:	206,000	204,000	252,000

The relatively large allocation for equipment in the first year includes provision for the purchase and maintenance of a vehicle, vitally necessary for servicing study centres in the absence of postal deliveries and reliable public transport.

A Role for the Commonwealth of Learning

There are few countries of the Third World with a more urgent need for distance education services than Uganda and very few in which relatively small amounts of money could make a more significant impact. Risks are inevitably high, but opportunities for constructive engagement are correspondingly great.

The Commonwealth of Learning is better placed to respond to those opportunities than are many larger organisations. Its emphasis on the rapid deployment of carefully targeted assistance is precisely what Uganda needs. If coupled with efforts to find international support for longer term and larger scale developments, such assistance could create the basis for a major breakthrough in educational provision.

By building on what already exists, initial costs can be kept to a minimum. Makerere needs approximately US$700,000 over a three year period in order to establish a small distance education programme and prepare the ground for its subsequent expansion. In comparison with the sums usually expended on such projects, this is an extremely modest investment. If the initiative is successful it will eventually require much more, but planning for growth should be facilitated by experience gained in the early stages of development.

A strong case could be made for the COL to treat the whole establishment phase as a **pilot project**, with much to teach us about the process of building management systems, finding suitable teaching materials, negotiating their use, organising supply and providing support services. Sponsoring the project in its entirety would not necessarily involve underwriting the full cost, since other agencies would almost certainly be prepared to assist in areas such as staff training and equipment purchase. Nevertheless, there would be considerable advantages for Makerere in having the support of a single organisation with a wide range of contacts, which could

provide help itself, co-ordinate help from elsewhere, and serve as reference point for problems which might arise in the course of project implementation.

While such a general commitment is strongly recommended, there are areas of need in which the Commonwealth of Learning is likely to be particularly interested by virtue of its own mandate. These will certainly include staff development, materials acquisition and consultancy services. There may also be interest in some aspects of equipment provision, and in evaluation. The outline budget on page 26 gives a broad indication of requirements over the first three years.

More specifically, current plans for **staff development and training** involve a series of workshops and seminars to be held at Makerere for both Centre staff and members of academic departments. There would be four to six of these each year. Centre personnel can mount and direct such training sessions themselves, but the programmes would be strengthened by the occasional involvement of outside tutors. It is suggested that they might come from the University of Nairobi and the International Extension College in London, organisations with which there are already well-established contacts. **Estimated cost: approximately $6,000 a year.**

These contacts, coupled with ease of physical access, also mean that Nairobi and London are favoured locations for the relatively limited amount of overseas training envisaged for the first three years. There is particular interest in the two-week and three-month courses available in Nairobi and London respectively, both of which cover a lot of ground in a relatively short period. They have the additional advantage of being likely to attract scholarship support from existing donors. **Estimated cost: approximately $6,000 from 1991 onwards.**

In the longer term, staff will wish to undertake higher degrees in the general area of distance education. While there are a number of universities which could provide training, it may be useful to establish links with one particular institution. The University of New England has already graduated several Makerere staff and would be pleased to assume this role; there are certainly others. **Estimated cost: $20,000 a year from 1993 onwards.**

Also of great value for staff development purposes would be the establishment of a small collection of books and journals on distance education. The Centre has a well-maintained library with a wide range of reference materials on continuing education, but virtually nothing on teaching at a distance. This could easily be remedied by an establishment grant of $1,000, and $500 a year for periodical subscriptions and further purchases. **Total cost: $2,000 over three years.**

Materials acquisition involves the identification of suitable learning packages, and bulk purchase in sufficient volume to meet the needs of enrolled students.

The Commonwealth of Learning has already financed a trip by Mr. Julius Odurkene to Nairobi in search of materials for use in Makerere's courses. The outcome of this visit was encouraging and suggests that similar approaches to other institutions would be of considerable value. There is a strong case for looking in the first instance to countries of Anglophone Africa which have a similar educational tradition, but other opportunities for collaboration may be found further afield. One overseas trip a year to investigate possible resources would have the additional benefit of enabling staff of the Centre to see how distance education units are organised in a variety of settings. The first such trip might usefully be made to West Africa in mid-1990, travelling by way of Nairobi and London for discussions on training opportunities. **Estimated cost: $6,000, with similar sums in subsequent years.**

Locating materials is obviously of little use if foreign exchange is not available for their purchase. While the COL is unlikely to accept an open-ended commitment to the funding of materials acquisition, the project will not get underway at all unless some assistance is forthcoming in the early stages. Again there is a need for early support, coupled with help in finding sources of long term finance. **Likely cost: $40,000 in the first year, increasing thereafter.**

Consultancies will mainly be required in connection with the two project reviews, the first of which is scheduled for 1992. While advice may be needed from time to time in a variety of specialist areas, staff already possess most of the skills necessary to plan for

the development of printing facilities and media resources. **Estimated cost: $10,000 a year for specialist assistance, plus $20,000 in 1992 for project review support.**

Assistance would certainly be of value in the establishment of efficient systems for record keeping, scheduling, materials dispatch, and assignment handling, however, functions which will be of critical importance for the viability of the whole project. The secondment of an experienced person to work alongside local staff for two or three months while these systems are being developed, would do much to tighten up procedures and improve morale. The most appropriate period would be early in 1991, by which time the first enrolment period will have given staff a taste of operational realities, and highlighted many of the associated problems requiring resolution. **Estimated cost: $30,000.**

Within the field of **equipment provision,** the COL could assist in the establishment of word-processing facilities. As suggested earlier, there are strong arguments for retaining a manual production alternative in the present working environment. On the other hand, there are clear advantages in using electronic systems, and IBM-compatible equipment is now readily available in Kampala, supported by reasonably good maintenance services. Operator training is also available locally. A useful sub-project would involve the purchase of units and supervision of their incorporation into production processes. **Estimated cost: $40,000 over the period 1991/93.**

Finally, much of the benefit of the project as a learning experience will be lost if progress is not documented and evaluated at every stage. Given the pressures under which staff will be working, this is unlikely to be done if no special provision is made. One of the top priorities should be the development of proposals for evaluation, involving not just the measurement of educational impact, but a comprehensive assessment of all facets of organisation and performance. This would require advice from a specialist in the field, operating in close collaboration with senior project staff. Participation of key CCE personnel might be recognised by the payment of 'research fees'. which would do something to ease their financial problems. **Estimated cost: $20,000 a year.**

Separating out particular items in this way does not imply that the Commonwealth of Learning should limit itself to providing help in these areas alone. As already argued, its main contribution could be that of acting as an all-purpose intermediary between Makerere and the wider world of distance education. The most damaging legacy of the past twenty years is a sense of profound isolation among those living and working in Uganda. Breaking down that isolation but this may be the most important service of all.

Notes

1. For the economic and social background, see Wiebe, Paul D. and Dodge, Cole P., eds., ***Beyond Crisis: Development Issues in Uganda***, Kampala, MISR and Crossroads Press, 1987, especially the contributions by Firimooni Banugire and Vali Jamal.

2. Figures cited in Republic of Uganda, Ministry of Education, ***Education Policy Review Commission Report***, January 1989.

3. Ibid.

4. Makerere University, ***Report of the Donors' Conference, 6th-10th July, 1987, at Kampala, Uganda***, July 1987.

5. Republic of Uganda, ***Report of the Visitation Committee to Makerere University***, July 1987.

6. Ibid., p.99.

7. For details of the conditions facing staff, see Makerere University Staff Association, 'The Laying Down of Tools, 2nd May-18th May, 1989', ***MAUSA Newsletter, Special Issue***, Vol.2, No.1, November 1989.

8. Information provided by Mr. Jonathon Eyoku, Deputy Academic Registrar, Makerere University.

9. Odurkene, J.N. and Okello, E.M., ***The Development of Adult Education in Uganda, 1900-1985***, Uganda Commission for UNESCO, 1985, p.5.

10. Makerere University, Centre for Continuing Education, 'A Survey to Determine the Needs for Distance Education Courses which could be Offered by C.C.E., Makerere University', mimeo, April 1987, p.6. The paper reviews the whole episode in some detail.

11. Kaye's side of the story is told in his 'Triennial Report of A.E. Kaye, Correspondence Education Adviser (New Zealand) Containing Proposals for a National Correspondence School' and 'Final Report of Albert E. Kaye, Correspondence Education Expert, New Zealand Commonwealth Education Expert - June 1971', mimeo.

12. Makerere University, Centre for Continuing Education, 'A Committee Report on the Proposal to Replace the Makerere Intermediate Certificate Course with the Certificate of Adult Studies Course', typescript, October 1984, p.4.

13. Ibid., p.6.

14. World Bank, ***Education in Sub-Saharan Africa: Policies for Adjustment, Revitalisation, and Expansion***, Washington D.C., 1988.

15. Republic of Uganda, 'Towards Improved Education Policy in Uganda', mimeo, n.d., p.5. Emphasis added.

16. See Makerere University, Centre for Continuing Education, 'Implementing the Change of the Centre for Continuing Education into the Institute of Adult and Continuing Education', mimeo, n.d.

17. See, for example, Sparrow, Jane, 'Outline of Child Care Open Learning Project', typescript, February 1989, and National Adult Education Association (Uganda) and the African Association for Literacy and Adult Education, ***Certificate in Adult Education, Students' Handbook, 1989.***

18. University of Nairobi, ***A Feasibility Report on the First Degrees by External Studies Prepared by the Open University Team,*** February 1976, and ***Report of the Task Force on the Establishment of External Degree Programme of the University of Nairobi,*** 1983.

19. Projections of student numbers depend upon a variety of assumptions about withdrawal rates and the timing of new developments. One possible pattern is:

	Academic Year				
	90/91	**91/92**	**92/93**	**93/94**	**94/95**
B.Ed.	200	350	485	605	725
B.Com.	-	100	175	242	290
B.A.	-	-	100	175	242
Totals:	200	450	760	1022	1257

This anticipates a 25% attrition rate among first year students, and a 10% attrition rate among those who have progressed beyond this point.

20. The Centre has for some years been planning to mount its Certificate of Adult Studies in the external mode. The CAS was originally a residential programme aimed at providing a general education for older people without formal qualifications. It met a real need, but students became increasingly dissatisfied because the Certificate was not directly related to career advancement or recognised as a qualification for entry to further studies. The Government was reluctant to continue funding attendance for similar reasons. Demand for a distance education version might sustain the course on a full-fee basis, but problems of career relevance remain unresolved. While it is important to provide study opportunities for those who wish to resume their education in mid-life, further thought must be given to the question of how best to meet their rather special requirements.

21. The offer was first made at the donors' conference of July 1987, and the agency has since confirmed that it would welcome an approach from Makerere for support in developing distance education programmes.

APPENDIX 1

Consultant's itinerary

Saturday, January 6, 1990	Depart Armidale
Saturday, January 6 to Tuesday, January 9, 1990	Commonwealth of Learning, Vancouver
Wednesday, January 10 to Saturday, January 13, 1990	London
Sunday, January 14 to Wednesday, January 17, 1990	Nairobi
Wednesday, January 17 to Tuesday, February 6, 1990	Makerere University, Kampala
Tuesday, February 6 to Thursday, February 8, 1990	Nairobi
Saturday February 10, 1990	Return to Armidale

APPENDIX 2

People with whom discussions were held in East Africa

1. Makerere University - General

Professor W. Senteza Kajubi	Vice-Chancellor
Professor George Kirya	Previous Vice-Chancellor
Professor A.J. Lutalo-Bosa	Deputy Vice-Chancellor
The Very Reverend D.S. Sentonga	University Secretary
Mr. Bernard Onyango	Academic Registrar
Mr. Jonathan Eyoku	Deputy Academic Registrar
Professor M.S.M. Kiwanuka	Director of Planning
Father Byaruhanga Akiiki	Dean of Arts
Professor C.P. Atikiro	Dean of Commerce
Professor Jethro Opolot	Dean of Education
Dr. D.F. Odae	Head of Department of Foundation and Management, SOE
Dr. A. Kindagaire-Atwoki	Head of Department of Curriculum, Teaching and Media, SOE
Professor Dan Mudoola	Director, Makerere Institute of Social Research
Mr. S.A.H. Abidi	Director, East African School of Librarianship
Dr. E.F. Carasco	Makerere University Academic Staff Association

2. Makerere University - Centre for Continuing Education

Professor Anthony Okech	Director
Mrs. Teresa Kakooza	Previous Director
Associate Professor Jassy Kwesiga	Previous Acting Director
Mr. David Atim	Acting Head, Department of Community Education and Extra-Mural Studies

Mr. Julius Odurkene	Acting Head, Department of Distance Education
Ms. Anne Katahoire	Acting Head, Department of Adult Education and Media Studies
Ms. Alice Ndidde	Lecturer
Mr. Denis Okello-Atwara	Lecturer
Mr. Mike Onzi	Lecturer
Mr. Ezra Kagambire	Lecturer
Mr. Stephen Odama	Lecturer
Mr. Nuwa Sentongo	Lecturer
Mr. Patrick Kagoda	Media Services Unit

3. **Kyambogo Institute of Teacher Education**

Dr. J. Bigala	Acting Principal
Mr. Onyang Otubo	Dean of Education
Dr. Solomon Seruga	Co-ordinator, Action Aid Project

4. **Inter-University Council for East Africa**

Mr. Eric Kigozi	Executive Secretary

5. **University of Nairobi**

Professor F.A. Karani	Principal, College of Education and External Studies
Mr. Ben K. Gitau	Dean of External Studies

6. **Ministry of Education, Uganda**

Mr. A. Karuhiji	Chief Education Officer

7. **Ministry of Information and Public Broadcasting, Uganda**

The Hon. Kintu Musoke	Minister

8. **Ministry of Manpower and Planning, Uganda**

Mr. Cyprian Batala	Senior Manpower Planning Economist
Miss G. Mayanja	Planning Officer

9. **UNDP**

Mr. Jose Marti	Programme Officer

10. **UNICEF**

Mr. Wyckrama Singh	Programme Officer

11. **Save the Children Fund**

Ms. Jane Sparrow	Programme Officer